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ABSTRACT

Combining a student workbook and a teacher's guide, this booklet is designed to help students reading at the sixth grade level develop their ability to (1) find facts quickly, (2) locate main ideas and supporting information, (3) remember what was read, (4) determine a word's meaning from context, and (5) decide when to use specialized reading skills such as SQ3R. It also helps students learn to use their textbooks wisely and listen intelligently. The booklet's first section, the student workbook, is divided into 10 lessons, each of which is accompanied by exercises that may be completed individually or as a class. The second section of the booklet, the teacher's guide, includes strategies for presenting the material, answers to student exercises, and additional assignments. The booklet concludes with guidelines for a student-developed tape recording project. It suggests that the students themselves, their peers, and the larger community will benefit from student recordings of general interest and vocational texts and from the creation of an oral history of the area through students' recorded interviews with senior members of the community. (MM)

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THE NEED TO READ

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READING LAB
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STRATEGIES FOR TEACHING READING

AS A

VOCATIONAL SKILL

The "YOU NEED TO READ" Project

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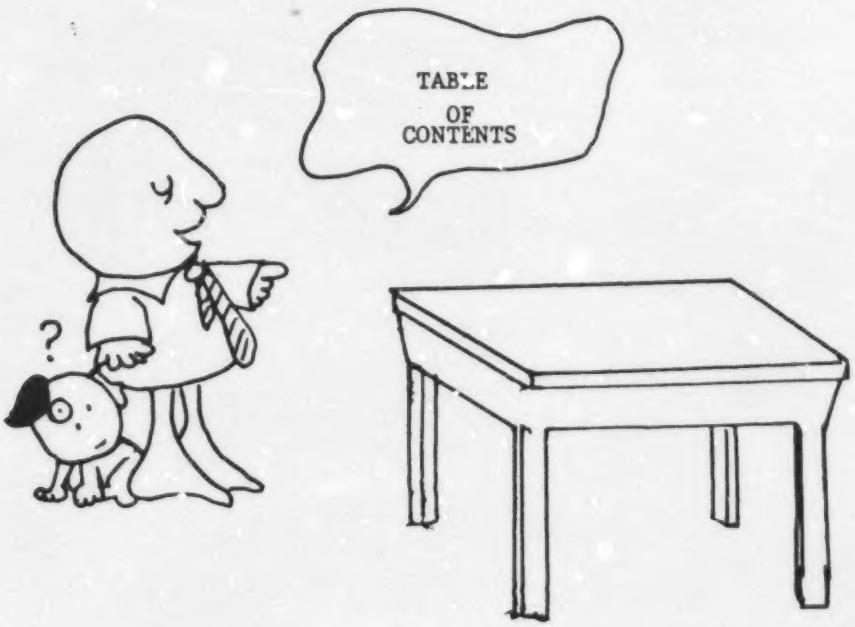

THE NEED TO READ

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In order to get good results both in school and on the job, you need to read effectively -- this means that you must know:

1. How to find facts quickly.
2. How to locate main ideas and the details that explain them.
3. How to remember what you have read.
4. How to determine the meaning of a word from the words around it.
5. When to apply your specialized reading skills.

You must also have a desire to learn or to find out something that you didn't know or that you need to know. Whether you are reading a class assignment, studying a parts manual, following a schematic or reading the newspaper, at home or on the job, you need to read ... and that means practice. Reading is a skill too!

On the following pages you will find some suggestions, study techniques, and hints that will help you to read more efficiently. After you have gone over the different reading skills and looked at the hints, the rest is up to you.

HOW DO I KNOW A FACT WHEN I READ ONE?

To begin with, textbooks generally deal with facts; therefore the statements can be proved to be true, or can be measured in some way. This is reasonable enough when you consider that textbooks are written to teach you something.

On the other hand, much of the material in print today is written for other reasons: to amuse or entertain, to convince or persuade you to do or buy something, to share feelings or opinions, or to give you a picture of a time, place, person, or event. Then it is up to you to exercise your judgment and decide for yourself what is fact and what is opinion, keeping in mind that opinions are ideas or attitudes that do not have to be supported by facts.

An easy way to recognize opinions is the usage of word signals like:

I think	everyone	better
It seems	all	should
You always	best	ought to
I think	that is true, but...	

This is by no means a list of all words that signal opinion. You may be able to add some of your own.

FACT OR OPINION

You can check to see if a sentence is a fact or an opinion by asking yourself if someone could disagree with it. If your answer is "yes", you know that there is another side, or an opinion. Also ask yourself if the statement can be proved in some way. If it can be proved then it's a fact!

PRACTICE: Read each of the following sentences and decide if it is fact or opinion. Put an F for fact and and O for opinion in the blanks.

_____ 1. Everyone likes peanut butter cookies.

_____ 2. Some bridges are built to cross rivers or bays.

_____ 3. Rhode Island is a very small state.

_____ 4. Canada is larger than the United States.

_____ 5. Playing soccer is fun.

_____ 6. All teenagers like pizza.

_____ 7. Whales are very large animals.

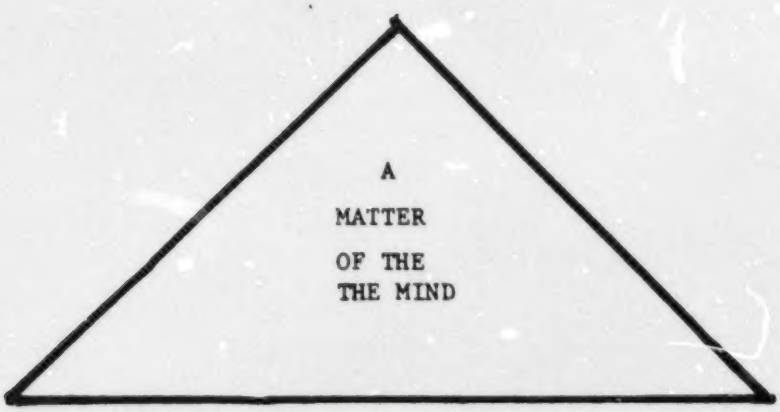
_____ 8. It will snow tomorrow.

_____ 9. The Trans Am is the best car on the road.

_____ 10. A Honda 750 will outrun a Kawasaki anytime.

Check with your teacher for the correct responses to these statement and then try it on your own.

PRACTICE 2: Write your own set of fact and opinion questions. Put a blank next to each of the ten sentences you write. Exchange your sentences with someone else and let that person indicate which statements are which.



How actively is your brain working when you read? Look at the sign above and decide if you have your brain in gear. Use only your eyes to evaluate; the use of a ruler, for instance, will make the test useless.

If you bring this kind of concentration to your reading and use the skills you have, you will find not only that large ideas or concepts are easy to find, but also that details are more easily remembered.

When you read (if you go back to the hints on the preceding pages) you know you will usually find a main idea sentence within each paragraph, a sentence that tells what the paragraph is all about. Then you will find several sentences that tell more about it, the details. Finally, you will locate the sentence that sums up what was said or leads you on to read the next paragraph. Ask yourself these three questions:

1. What is this passage about?
2. What is the most important thing the author says?
3. Do all of the other ideas in the paragraph or passage support this?

If the answer to question three is "yes", you have just found the main idea. Now suppose you find the main idea in the following paragraph and underline it.

> Men have struggled to conquer mountains for centuries, but perhaps none has ever sought to impress his will on a mass of rock so totally as the late Korczak Ziolkowski. He labored almost single-handedly over the last thirty years to create what will be the largest piece of sculpture in the world -- a gargantuan likeness of Crazy Horse, the legendary Sioux chief who defeated Custer at the Little Big Horn. The monument is 563 feet high and 600 feet long: about 4,000 men could stand on the chief's pointing arm, and a five-room house could be wedged into the flaring nostril of his war pony. The dimensions of the carving are matched only by those of Ziolkowski's epic obsession. He had lost one wife, his life savings, five discs in his back and a potentially lucrative career as a conventional sculptor.
>
> - from "Moving a Mountain", in NEWSWEEK, August 29, 1977

If you selected the second sentence, you have correctly identified the main idea.

Now circle some of the details that support the idea that Ziolkowski is carving the largest piece of sculpture in the world. These sentences are the supporting details.

FINDING MAIN IDEAS

The main idea in a piece of reading material that contains more than one paragraph is the thought that ties together all the ideas presented in the different paragraphs.

To decide upon the main idea of an article or a chapter, decide what each paragraph is about and then think of an idea that links all the paragraph ideas together. Sometimes the main idea will be stated directly. Other times it will be hidden, or implied. To determine an implied main idea, you have to read all the details and then figure out the main idea yourself. Now you try it.

> Auto clinics are a new and growing business. There are now more than 40 auto clinics in the U. S., and many more will be built in the next few years.
>
> How does a clinic work? A car is put on rollers that turn slowly, then faster. As the car is driven forward, the rollers turn backward. So the car is driven without going anywhere. Meanwhile, a group of mechanics give the car more than 100 tests with the latest equipment. After the tests, the car owner is told what is wrong with his car and how much it will cost to repair it.

WHICH TITLE TELLS THE MOST ABOUT THE ARTICLE?

A. Forty Auto Clinics
B. The Work of a Clinic
C. Tests at a Clinic
D. The growth and Work of Auto Clinics

Underline the main idea in each paragraph, called the TOPIC SENTENCE. Look at the supporting details in each paragraph. Now select the title that best fits.

NOW LOOK AT THE ANSWERS:

Title A: Does this title come from the first paragraph? Yes, but it is too general. It does not tell the main idea for the whole article.
Title B: Does this title tell the main idea of the second paragraph? Yes, but it is too specific. It doesn't tell about the first paragraph.
Title C: What paragraph does this come from? Does it tell the main idea of that paragraph or the article? No, this title is also too general.
Title D: Does this title connect the main idea of the first paragraph with the main idea of the second paragraph? This title tells what the entire article is about. It is the main idea of the article.

READING ATTACK

(How To Remember What You Have Read)

When you have an assignment to read, which of the following approaches do you take?

1. Open the book to the page the teacher said and start reading.
2. Close your book, put your head down on the table, and check your eyelids for light leaks.
3. SQ3R

Hopefully, you selected items but, more importantly, you should look at your reading assignments in a logical and efficient manner.

For instance, why is it important to survey before you read? For the simple reason that it is a lot easier to read something that you already know about. If you haven't already figured it out, survey is the first step in SQ3R: Survey, Question, Read, Recite, Review. Here's what you do.

1. Glance quickly over your entire assignment.
2. Pay special attention to material in different print. Remember, the bigger the print, the more important the idea.
3. Read the first or introductory paragraph.
4. Read the topic headings and sub-headings.
5. Look closely at the italicized words. The author wants to be sure that they stand out so you will see them. Be sure, too, that you understand them. After all, reading won't help you much if you skip all the words you don't know.
6. Look carefully at the charts, maps, graphs, or illustrations included in your assignment. As expensive as printing is, the author wouldn't have included these items unless they were extremely important.
7. Look at the questions at the end of the chapter. This will give you an idea of the points the author thinks are ones you should know and remember.

Now you are ready to begin the second phase of your reading assignment: the QUESTION phase. Ask yourself:

1. What should I know when I finish reading the assignment.
2. What steps are in the process i have been reading about?
3. What do I expect to find out about the Title of the article or chapter?

After all, if you don't have some questions in mind to answer as you read, then how will you know if you've learned anything when you finish? For questions you can always change the title and the topic headings or topic sentences into question form.

The next step is the actual reading of the assignment. You already know:

READING

1. What the author thinks is important.
2. Vocabulary words.
3. What you are reading to find out.

Anticipate the answers to questions you have in mind as you read. Focus attention on the main points, and group details under headings and main ideas. Then review aids in the book (like pictures) to clear up anything you have a doubt about.

When you have finished reading the assignment, it is time to "RECITE". This step simply means writing down or telling someone else what you have learned by answering the questions you had previously made up and adding other information as you remember it. Then check the selection to see if you were right.

Finally, you can REVIEW. Check back over what you have read and be able to apply what you have learned.

Statistics will show that you remember 90% of what you see, hear, and do: in short, SQ3R can work for you if you will practice using the steps.

SURVEY

QUESTION

READ

RECITE

REVIEW

BUT I FORGOT.....

One of the hardest things for many people to do is to remember information, especially when it involves new words and/or new ideas. However, help is on the way. There is an approach to remembering things that is called

MNEMONICS
(pronounced knee mon iks)

which is simply making up a trick to key your memory. For instance: If you have trouble with spelling words with "ie" or "ei" in them, you might remember,

"I before E except after C
or when pronounced A as in neighbor and weight."

Suppose you must learn the names of the Great Lakes: Superior, Ontario, Erie, Michigan and Huron. Make a word out of the first letters of their names... homes. That's a bit easier to remember. Words made from first letters of other words are called acronyms, and new ones are made up all the time. Radar, Sonar, NATO and SALT are all acronyms. (If you're curious about what words make these up, look them up!)

When you need to know all the parts of something (like the bones in the body, the muscles in the face, the parts of a transmission, or the parts of a business letter) you can organize your material into some kind of order that makes sense to you. For instance,

1. Put things into the order in which you do them. (Sequence)
2. Put them in order from front to back, top to bottom, or outside to inside. (Spatial order)
3. Put events into time order, the order in which things occur.
4. Alphabetize the parts and then review the alphabet.
5. Remember numbers, names and dates by associating them with something else.
    a. To remember the California Gold Rush, try something like gold mine - 1849.
    b. Take the digits of a phone number and convert them into a word, like "Dial 1-800-hope."
    c. Remember people's names by asking them to repeat the name and associating the name with something else.

A mnemonic device is an invisible "string around your finger" that keys your memory; you will have to make up your own for the things you wish to remember.

I HAVEN'T GOT TIME TO STOP

AND

LOOK IT UP!

Learning Words From Context

When you read or hear an unknown word, you can often figure out its meaning simply by paying close attention to the words around it. This is called learning from context. For example, if you read the following sentence, what do you think the word "inundated" means?

We rowed over our inundated cornfields.

If you noticed the verb "rowed" you know that "inundated" is going to have something to do with water...you don't row on dry land. Therefore, since rowboats aren't normally in cornfields, the word must mean flooded. Now you try your skills on the following sentences. See if you can figure out a definition for the underlined words.

1. At first the natives were friendly to us, but later they became <u>antagonistic</u>, attacking and burning the settlements.
2. Kim's next attempt to <u>topple</u> the chair was unsuccessful. Jane still sat firmly on it.
3. In his first banking job, he was very lazy. One day a bank vice president <u>upbraided</u> him: "Do you want to be a teller all your life, or do you want to learn the banking business?"

Writers often provide their readers with several kinds of context clues to help them figure out the meanings of strange words. You can watch for:

1. The word "but" used to signal a contrast between the unknown word and the words you do know.
2. Examples following a phrase like "such as".
3. Repeating the meaning of the unknown word by using other words preceded by "or".

SKIMMING

You can find out a lot about what information an article contains by using a reading method called SKIMMING. Skimming means reading quickly without reading every word. If you need to get only a general idea of what material is about, here's how you do it.

1. Read carefully the title and the first paragraph.
2. Pay special attention to any headings or subheadings in darker print.
3. If there aren't any headings, read the first sentence in each paragraph.
4. Look at the illustrations.
5. Read the very last paragraph to see if it sums up what has been said.
6. Remember that you are only trying to get a general idea of what is being discussed.

HINT: A well-written, informative article or chapter will have a short introduction or first paragraph which tells you what is going to be discussed; a middle part that discusses the material, and a final paragraph or summary that tells you what you have just read.

HINT: Did you know that each paragraph follows a pattern?

1. Generally, the first sentence in the paragraph is the topic sentence, which tells you what the main idea is.
2. The next two to four sentences support the main idea by giving details or examples or reasons to explain what was said in the first sentence.

SKIMMING - continued

3. The final sentence in a paragraph either sums up what was said, or leads into the next paragraph with a transitional word like "furthermore" or a time word like "next".

Also, each paragraph develops only one main idea or thought; the rest of the information simply expands on that one idea. Consequently, you can get some idea of how many main points there are within the material you are reading.

YOU TRY IT:

1. Read the title of the chapter or article you have selected.
2. Frame a question for yourself that will serve as a general purpose question.
3. Follow the directions on the preceding page for skimming!

DO I HAVE TO READ
ALL THAT?

Suppose you need to know how far a pigeon can see, or in what year the War of 1812 ended or what it costs for a new alternator for a '75 Chevy. You could get an encyclopedia or parts manual and read it all, or you can use a reading technique called SCANNING.

Scanning is simply looking quickly through a number of paragraphs or pages to find the right spot to read. You use this technique, scanning, any time you look up a telephone number, see what time a movie starts, or locate a price from a parts list. To make scanning easier, use clues such as:

1. Know exactly what information to look for.
2. Look at rather than read the material.
3. Watch for:
   - Specific dates
   - Names of people or places
   - Numbers
   - Italicized Words

When you scan, you should not read anything else in the article besides the information asked for. Let your eyes move quickly until you come to the information you want.

WHEN YOU NEED TO READ

Read each situation below and decide when you should skim, scan, or use the SQ3R method to find out what you need to know. Write the appropriate skill in the blank to the left.

_____ 1. Reading a grocery list to see if you did add mayonnaise.

_____ 2. Reading the section on cats in the "C" section of the encyclopedia to see if you can get some notes for a report.

_____ 3. Reading a note from your best friend.

_____ 4. Reading a detailed contract to rent a car before you sign on the dotted line.

_____ 5. Looking at a recipe for brownies to see if you need eggs.

_____ 6. Looking at the front page of the newspaper to see what's happening.

_____ 7. Reading a magazine article on your favorite subject.

_____ 8. Reading the directions for putting together a piece of equipment.

_____ 9. Reading the TV Guide to find out when your favorite program starts.

_____10. Reading a chapter on the Korean Conflict to prepare for a test.

Once you check your skills, you then must look at your study habits. Do you:

Pay attention in class?

Ask questions when you don't understand?

Take notes?

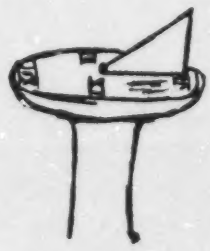
Stay with an assignment until it is completed?

Review material regularly?

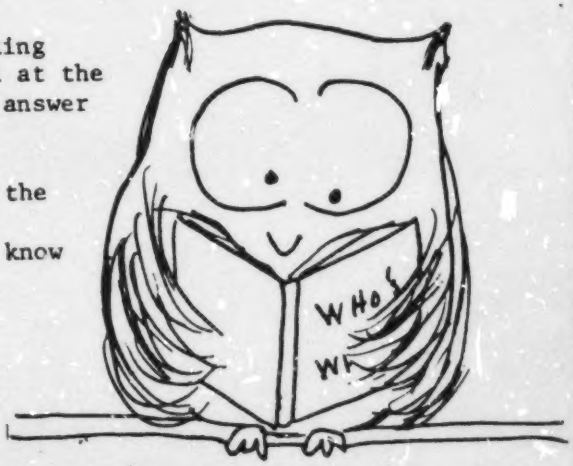
Read and review without TV, radio, stereo, or frequent telephone calls?

Remember that when you are absent, it is your responsibility to make up all work missed as soon as possible?

Hopefully, you can answer "yes" to all these questions. If You can't, try following a study schedule and see if you don't find a marked improvement in your work.



USE YOUR TEXTBOOK WISELY



Let your book work for you instead of your working against it. That means you must think and work at the same time. Think about textbooks a minute and answer these questions:

1. Why do you have one?
2. Why do you think these people went to the trouble to write it?
3. How can you find out what you need to know most easily.

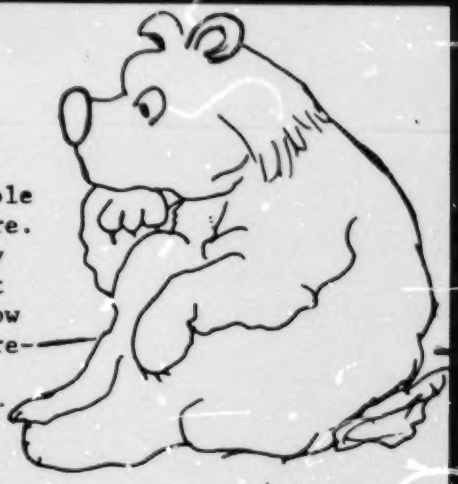
Follow these simple steps:

1. Learn the parts of your book and what each does.
   - A. The Table of Contents - is exactly that; it lists all the major areas of information to be covered in your book at the beginning.
   - B. The Appendix - when something is appended it is added, so the appendix is material that has been added at the back of your book in a form easy for you to use. In the appendix you may find:
     1. Maps and charts
     2. Tables
     3. Lists of categorized information
     4. A Bibliography or list of other books you may want to or need to consult.
   - C. The Glossary - In the back you have your own built-in dictionary which will give you the definitions most appropriate for the area you are studying.
   - D. The Index - located at the end of the book will tell you exactly where to find almost every subject or person discussed in your book, giving you the page or pages where the information is mentioned and after telling you where else you can look with the phrase "See Also".

2. Understand the organization: Look at the book itself. The authors have worked hard to put all the information in a simple format. Generally the more important an idea is, the bigger the print used to state it and the bigger the amount of space given to it.
   - A. The most important areas of information are the units.
   - B. These units are then organized into chapters which give the general division of each area.
   - C. The chapters are often outlined for you in separate topics which are also easily identified by the bold print sub-headings.
   - D. Most textbook authors know that people must learn the information being presented so several self-helps may be included. These include:
     1. Review questions on facts
     2. Thinking questions on whys and hows.
     3. Pictures, charts, boxed information maps, graphs, and lists which will be easy to find and make the body of the text easier to remember.

3. Use your textbook and your head. When you have a reading assignment figure out:
   - A. Why you are reading this material; what you are expected to know when you get through.
   - B. Look over the pages before you start: 1) Look at the pictures or oth information; 2) look at the general outline; 3) look for any words that are in dark black or italicized lettering and check the glossary if you need to.
   - C. NOW READ!

LEARN TO LISTEN INTELLIGENTLY



Did you know that more than half your waking hours are passed in listening to your parents, friends, and acquaintances, and to radio, tapes and television. People today are talked to and "talked at" more than ever before.

Since listening occupies such a large part of daily life, improvement of listening ability is important. It used to be assumed that everyone knew how to listen. Now it is necessary to practice in order to understand and remember all the information you hear daily.

HEARING and LISTENING are not the same thing. Hearing does not require you to react in any way or to do anything. You hear simply because you haven't closed your ears so that all sounds are cut off. Listening requires a great deal of mental activity: the listener must cooperate mentally with the speaker, gathering, sifting, and weighing the ideas that are spoken.

LISTENING DEMANDS THINKING!

Listeners and speakers influence on another. If you seem interested, the person speaking to you will be enthusiastic about talking to you. If you act or look bored, fidget, talk to someone else, or daydream, the person speaking to you can't concentrate on his talk and, as a result, is less than effective.

Observe good listening manners in informal situations:

1. Listen to the speaker as carefully as you would like that person to listen to you if you were speaking.
2. Use the speaker's name when addressing a question or a remark, or simply taling.
3. Look at the speaker. Give your complete attention to the person.
4. Don't interrupt. Wait for your turn to speak. Your facial expressions show whether you are following the conversation or merely waiting for a chanee to break in wit your own comments.

LISTENING IN CLASS

In class you listen to learn, and you profit by paying attention. When you listen attentively, you cut down on the time you have to spend going over the material discussed.

Learn to follow the development of class discussions.

1. Learn to tell the difference between main points and details.
2. Learn to weigh both sides of controversial issues.
3. Ask questions when in doubt.
4. Stay alert.

Naturally, you can't remember everything you hear. Much of what is said is unimportant and can be ignored or forgotten. What you must learn to do is to tell the difference between what is important and what is relatively unimportant. That means that you must learn to tell the difference between facts and opinions. A fact is a statement of that which exists or has been done. It can be verified. "Water is composed of hydrogen and oxygen" and "Lincoln was the sixteen president of the United States" are facts.

An opinion is a statement of what one believes or thinks about something: it is a viewpoint, a matter or taste or personal preference. Listen for such opinion signs as "ought to, seems, I think, good, best, and should". These are only a few of the words that signal opinion as opposed to fact.

A great general once said, "Anything that can be misunderstood will be misunderstood." Don't be one of his troops, hearing instead of listening.

THE NEED TO READ

TEACHER'S GUIDE

Reading is a tool of your trade that is fundamental for your students" successful learning and achievement, and even though you are not a reading teacher, you are a teacher of reading skills everytime you use your textbooks, resource papers, tests and other printed materials.

This booklet is designed to be a resource/workbook for your students, but one you can use with your related class as well. The reading level is 6th grade and the exercises can be done independently, or as a group.

In general, if you work with one topic a day, the booklet can be covered in about 8 to 10 days, allowing one related period or less, and using your own materials to illustrate the skills.

YOU NEED TO READ:

This first page provides a brief overview of what the student can expect to cover, and serves as a brief introduction.

HOW DO I KNOW A FACT WHEN I READ ONE?

Often it is difficult for students to differentiate between fact and opinion, especially when the opinion is stated as if it were a fact. You might want to introduce this worksheet by asking your students to define fact and opinion, and write their definitions on the chalkboard before you read page 2 and the first paragraph of page 3. After this is read, ask them to apply what they have just read by doing the exercise on page 3.

PRACTICE ANSWERS:

1.	O	4.	F	7.	F	10.	O	PRACTICE 2	
2.	F	5.	O	8.	O			You may want to limit your students to writing their 10 sentences on material directly related to their assignment, taking sentences out of their textbooks and writing or rewriting them to change them into opinions.	
3.	F	6.	O	9.	O				

***EXTRA ASSIGNMENTS:

1. Have students bring in newspaper or magazine articles with samples of facts or opinions underlined: use only articles directly related to their trade.

2. For fifteen minutes of one related period, allow guided class discussion on some topic of general interest. During that time have 1/2 of the class listening and raising a hand everytime they hear a fact statement, and 1/2 of the class listening and noting the opinion statements. One or two students can be used to referee or tally the number of opinion statements versus the number of factual statements made.

THE NEED TO READ

TEACHER'S GUIDE

A MATTER OF THE THE MIND:

Ask your students to look closely at the pyramid and tell you if they notice anything unusual about it without using a ruler to see if it is equilateral. Once they have identified the problem, ask them why they think it was so hard to identify? Primarily, because the mind often corrects things without really concentrating...use this as an example of how one can read something without the information really registering. Have your students read and then go over with them the material on pages 4 and 5. Then, for practice, have them open their books to a portion of a chapter you have assigned but not gone over, and apply their skills to finding the main ideas. Set some time limit like 3-5 minutes for a small amount of material to cover.

READING ATTACK:

Read the first paragraph on page 6 to the students. Then write SQ3R on the chalkboard and ask them what the letters mean. Go through the material on pages 6 and 7, having the students use their reading assignment in the text to practice each of the steps. This will be a rather time-consuming lesson, but one which should help them to remember what material they have covered.

BUT I FORGOT:

Depending upon the amount of sequential, chronological, spatial, or nominal information your students have to remember, you can use their course work to develop mnemonic devices that will be easy for them to remember. Read over this page with the students, and let them look up SONAR, RADAR, SALT AND NATO.

WORDS IN CONTEXT:

Write on the board the sentence, "Telephone booths are ubiquitous; they are on every corner." Ask the students to define the word "ubiquitous" without looking it up in the dictionary. Write an agreed upon definition on the chalkboard, and then have them read page 9. After they have read the material to themselves, ask different students to define the 3 underlined words and explain how they arrived at their definitions. Direct their attention to the signals listed that will alert them to words or phrases that will define the unfamiliar words.

SKIMMING:

After you have written the word skimming on the board, remind the students that there are different rates of reading for different purposes, and lead into the material on pages 10 and 11. Use your text assignment as the basis for a practice in skimming, and set a minimum amount of time for them to complete the process.

THE NEED TO READ

TEACHER'S GUIDE

DO I HAVE TO READ ALL THAT:

Prior to using this sheet in class, go through material you use with lots of dates or names or numbers and make up a list of these things. In class, read and discuss page 12, then have the students open their books to a particular chapter and scan for some specific piece of information you have just identified, allowing them no more than 1 minute to find it.....you can award points for the items located, or for the first person to find the item, or simply use the list as a skill drill.

This is a good technique to use in review, or when introducing the survey part of new material also.

WHEN YOU NEED TO READ:

Review the skills needed for skimming, scanning, and SQ3R use and then have students decide what technique would be appropriate for each of the situations given.

1. scan
2. SQ3R
3. skim (debatable?)
4. SQ3R
5. scan
6. skim
7. SQ3R or parts thereof
8. SQ3R
9. scan
10. SQ3R

Go over and discuss the various situations and the amount of information that should be retained. Then draw the students attention to the study habit questions to remind them of their responsibilities.

LEARN TO LISTEN INTELLIGENTLY:

After you have gone over this page with the class, locate some set of directions for an assignment in your area and read them aloud to the class only once with no repetitions. Then ask them to write down what you just said.....

HOW TO USE YOUR TEXTBOOK WISELY:

Ideally, this page should be used the first of the year when you introduce the text, but a game can be made out of finding the various parts in a limited amount of time.

PHASE
GENERAL INTEREST TAPES

If you teach basic skills classes, run a reading lab, or a tracked academic class, you have the nucleus of your recruiting team: assign your own students to recruit others and to take responsibility for:

1. In-school publicity
2. Approach of non-profit organizations in the community who would use taped materials (by letter or telephone)
3. Keeping track of who requests what.
4. Identifying and obtaining selected material.
5. Actual taping of material (1 master and 1 copy)
6. Delivery of one copy to the school library and one to the group which requested it.

You will find it necessary to do quite a bit of groundwork to get the program started and a routine set up .You will need to:

1. Match students'reading abilities with the material they are to tape.
2. Obtain two cassette tape recorders and a good supply of 60 minute tapes.
3. Find a relatively quiet place where a student can tape without interruption.
4. Edit finished cassettes.
5. Work with school personnel for publicity and student involvement.
6. See that the finished cassette and any borrowed material are returned to the lending group.
7. Request some In-service time to explain and kick off the project.

PHASE

Vocational Resources

Phase II of the Tape-a-text project can be the outgrowth of the general information stage, or it can be run independently. The aim of this phase is the establishment of a resource shelf of cassettes which cover areas in the vocational curriculum that your instructors have specifically identified from their textual material. Those who will benefit from this resource shelf include not only the students practicing their reading skills by doing the taping, but also those students who need reinforcementfor their texts, students with visual problems, and students who are absent when specific areas are covered.

For this phase, student responsibilities include:

1. Survey of vocational instructors' textual needs (in writing).
2. Identification, location and compilation of material to be taped.
3. Actual taping of material - 2 copies if possible, one for instructor and one for resource shelf in school library.
4. Delivery of cassettes and return of material.

You will need to:

1. Match material with students, arranging for less skilled readers to record small sections.
2. Be sure students keep adequate track of location of material on each cassette.
3. Development of survey sheet for instructors.
4. In-service and public relations

Once these cassettes are completed, a list for check-out can be made, and these tapes can also become available for community use. This segment of the project can be on-going; material can be added as instructors adapt and adopt curriculum, and taping can be done on a "needs" basis rather than on a regular schedule. The number of students involved will depend on the response from instructors: ideally students from the trade area will be responsible for material dealing with that vocational skill.

PHASE GOING PUBLIC

Phase three of this project requires the most coordination and planning, as well as the involvement of the largest group of people. People you may want to include in this phase are:

1. Student researchers from your classes
2. Students in English and history classes
3. Academic and Vocational Instructors
4. Senior Citizens
5. Students' families
6. Business Office Education classes
7. Commercial Printing Arts Classes
8. Community resource people (librarians, business people)

The goal of this phase is the creation of an oral history of the area and its traditions through interviews with senior members of the community conducted by student researchers. Topics for interviews can cover everything from general history to directions for how to make or do something that is rapidly becoming a lost art. Once the material is in cassette form it can be given to the academic classes to use as the basis for a series of articles for the local newspapers, or a quarterly journal or a pamphlet published by the school. The degree of involvement of the public is up to you, as is the amount of time you can afford to spend outside school. Once again, the equipment used can be as simple as a cassette recorder or as sophisticated as a video-tape-recorder: either will record the information. Other vocational classes in your building can supply the typing, printing and art skills if you need them.

Whether you allow a quarter, a semester, or a year or two depends on where you begin and where you want to go, but where ever you head, there will be opportunities and challenges for all the students.

WHAT YOU DO
IS
UP TO YOU!

Pat Wolfe
Greene Voc.